

## Monitoring Professional Development Plans

Senate File 277	Hopes	Suggested Initial Actions	Resources
<p><b>Monitor the professional development</b> in each attendance center to ensure that the professional development meets school district or agency, attendance center, and individual professional development plans.</p>	<p>TQC will understand the current state of professional development (PD) in their district and at the building level.</p> <p>TQC will understand the current state of the individual PD planning process.</p> <p>TQC will understand how the Iowa Professional Development Model (IPDM) defines quality professional development.</p>	<p>Acquire plans:</p> <ul style="list-style-type: none"> <li>District PD plan (in CSIP)</li> <li>Building-level PD plans (new requirement – there may not be written building level plans).</li> <li>Written procedures for individual professional development plans. (TQT may not review actual plans.)</li> </ul> <p>Study and review the PD plans.</p> <p>Discuss PD results: What has gone well and what might need to be improved?</p> <p>Engage full team in learning about the IPDM.</p> <p>Gather additional resources.</p>	<p>IPDM Technical Assistance Materials</p> <p><a href="http://www.iowa.gov/educate/content/view/232/637/">http://www.iowa.gov/educate/content/view/232/637/</a> IPDM District/Building Profile</p> <p><a href="http://www.iowa.gov/educate/content/view/296/640/">http://www.iowa.gov/educate/content/view/296/640/</a> AEA PD and School Improvement Consultants</p> <p>PD Leadership Team Members and other Committees</p> <p>National Staff Development Council <a href="http://www.nsdc.org/">http://www.nsdc.org/</a> Iowa Staff Development Council <a href="http://www.iasdc.org/">http://www.iasdc.org/</a></p>
<p><b>Actions by Committee:</b></p>			

## **Policy Guidance: Monitoring Professional Development Plans**

Source: Iowa Department of Education Guidance on Senate File 277 Student Achievement and Teacher Quality Program by Pamela Pfitzenmaier, Ph.D., Administrator May 18, 2007

### **Question 6: Does the Teacher Quality Committee approve the professional development plans? (District, attendance center, individual plans?)**

No, the Teacher Quality Committee does not have the authority to develop nor approve any of these plans. The Committee does have the responsibility to determine the use and distribution of P.D. funds provided through SF 277 to support the various types of plans. The use of the funds should be “balanced” with the three overall levels of P.D. plans: district, attendance center, and individual plans. The Committee allocates funds to these three general areas of P.D. but does not make individual decisions about funding individual teacher P.D. plans.

### **Question 12: Won't there be the potential of just creating another Phase III with the individual plans?**

This is not another Phase III program. There are major differences set forth in Iowa Code Chapter 284 and SF 277. Professional development must focus on increasing student achievement. The individual P.D. plan must follow the Iowa Professional Development Model, must be aligned with the district and attendance center P.D. plans, and must be developed in cooperation with the teacher's evaluator. Because the process for development of individual P.D. plans is already specified in Iowa Code, the committee does not have the authority to approve an individual teacher's plan. The committee also does not make individual funding decisions about individual teacher P.D. plans.

### **Question 15: What about P.D. that is planned for SINA schools? What about P.D. for Reading First schools? Does the committee play a role here?**

While it is advisable to make sure the committee is aware of all the P.D. efforts in the district, the committee does not have authority to determine implementation of P.D. for efforts such as SINA and Reading First.

## Determining the Use of Professional Development Funds

<b>Senate File 277</b>	<b>Hopes</b>	<b>Suggested Initial Actions</b>	<b>Resources</b>
Following the IPDM, determine the use and distribution of the professional development funds distributed to the school district or agency based upon school district or agency, attendance center, and individual teacher and professional development plans.	<p>Teachers and administrators provide valuable input in setting priorities.</p> <p>Good decisions are made.</p> <p>District &amp; building-level actions supporting the collective [group] learning of teachers on PD targets based on student data and district/building goals are the highest priority for funding.</p>	<p>Discuss what information the TQC needs to know about PD to help inform decisions pertaining to PD funds.</p> <p>What are unmet needs of the district and building-level PD plans.</p> <p>Consider options for ways funds may be used and distributed across the three plans.</p> <p>Determine the proportion of the TQ funds that are to be allocated to the district, building-level and individual plans.</p>	<p>LEA Business manager Copy of district/school calendar for PD</p> <p><a href="http://www.iowa.gov/educate/content/view/150/910/">http://www.iowa.gov/educate/content/view/150/910/</a></p> <p>Suggested Questions to Guide Dialogue about Balancing Teacher Quality Funding (Page 7)</p>
<b>Actions by Committee:</b>			

## Policy Guidance: Determining the Use of Professional Development Funds

Source: Iowa Department of Education Guidance on Senate File 277 Student Achievement and Teacher Quality Program by Pamela Pfitzenmaier, Ph.D., Administrator May 18, 2007

SF 277 changed the use of the funds to "...providing professional development to teachers, including additional salaries for time beyond the normal negotiated agreement; pay for substitute teachers, professional development materials, speakers, and professional development content; and costs associated with implementing the individual professional development plans." (See item C below for description of who determines how these funds are expended. The district administration/board no longer have sole authority to determine use of these funds.) These funds may not supplant existing funding for professional development activities (e.g. general fund, federal funding sources, carryover of state P.D. funds from the previous school year, etc). Districts are required to certify to the Iowa Department of Education (DE) how funds received were used (more information on data collection to follow later in the summer). Funds will be disbursed to districts and AEAs in one payment, on or about October 15. The amount to be distributed to each district and AEA will be posted on the DE website in early summer.

Determine the use and distribution of the professional development funds based on the school district/agency, attendance center, and individual teacher development plans. The legislation also states, "...the use of the funds shall be balanced between school district, attendance center, and individual professional development plans, making every reasonable effort to provide equal access to all teachers." **The legislation no longer requires the equivalent of one additional day for professional development** (the additional day that was required in both the 2005-06 and 2006-07 school years is no longer required). However, SF 277 does state, "The goal for use of the funds is to provide one additional contract day or the equivalent thereof for professional development..." All professional development plans, including district, attendance center, and individual plans, must be aligned with the Iowa Professional Development Model as outlined in Iowa Code Chapter 284.6. Per Iowa Code, the P.D. must contain the following:

- o Support that meets the career development of individual teachers and is aligned with the Iowa Teaching Standards;
- o Research-based instructional strategies aligned with the school district's student achievement needs and the long-range improvement goals established by the districts;
- o Instructional improvement components including student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observations, reflection, and peer coaching;

Allowable expenditures of SF 277 professional development funds would not include items such as mandatory trainings (e.g. blood-borne pathogens, mandatory reporter training, etc), parent-teacher conference days, teachers preparing in their classrooms (work days), staff orientations, or time spent preparing grades/report cards/lesson plans.

### Question 1: May a district opt out of receiving the professional development funds?

No, all districts and AEAs must participate in all aspects of the Student Achievement and Teacher Quality program, including professional development.

## **Policy Guidance: Determining the Use of Professional Development Funds (Continued)**

### **Question 4: What if the Teacher Quality Committee cannot reach an agreement on use of the professional development funds?**

The funds may only be used for professional development purposes and would be carried into the following school year. If agreement is not reached, the funds may not simply be equally distributed to teachers as salary. Note that the district must annually report to the DE how P.D. funds are used.

### **Question 5: What if a district wishes to use funds appropriated in SF 277 for professional development? Must they have the approval of the Teacher Quality Committee?**

Yes, the Teacher Quality Committee has responsibility for P.D. funds appropriated in SF 277 for '07-08. The duties of the Teacher Quality Committee begin on July 1 and should focus on the use and distribution of SF 277 P.D. funds to implement and support the overall district, attendance center, and individual plans.

### **Question 6: Does the Teacher Quality Committee approve the professional development plans? (District, attendance center, individual plans?)**

No, the Teacher Quality Committee does not have the authority to develop nor approve any of these plans. The Committee does have the responsibility to determine the use and distribution of P.D. funds provided through SF 277 to support the various types of plans. The use of the funds should be "balanced" with the three overall levels of P.D. plans: district, attendance center, and individual plans. The Committee allocates funds to these three general areas of P.D. but does not make individual decisions about funding individual teacher P.D. plans.

### **Question 7: May a district move forward with professional development plans already made for the 07-08 year?**

The district administration may elect to move forward with P.D. plans for the '07-08 school year using funds such as general fund, unexpended state P.D. funds from the '06-07 school year, Title I, Title II A, etc. The district may not move forward with the expenditures of '07-08 P.D. funds without the Teacher Quality committee approval.

### **Question 8: What if the district already developed a school calendar with the equivalent of an extra contract day for professional development and planned to use professional development funds from SF 277 to pay for the extra contract day?**

The Teacher Quality Committee determines the use of the P.D. funds appropriated in SF 277 for '07-08. The committee could certainly decide to use SF 277 P.D. funds for the purpose of meeting the goal of adding the equivalent of one additional contract day of professional development. In cases where the planned professional development follows the Iowa Professional Development Model, Teacher Quality Committees are strongly encouraged to support the equivalent of an extra P.D. day. The district administration could also use other allowable revenue sources (e.g. general fund, Title I, Title IIA, unexpended state '06-07 P.D. funds, etc.) to fund extra contract days for P.D.

### **Question 12: Won't there be the potential of just creating another Phase III with the individual plans?**

This is not another Phase III program. There are major differences set forth in Iowa Code Chapter 284 and SF 277. Professional development must focus on increasing student achievement. The individual P.D. plan must follow the Iowa Professional Development Model, must be aligned with the district and attendance center P.D. plans, and must be developed in cooperation with the teacher's evaluator. Because the process for development of individual P.D. plans is already specified in Iowa Code, the committee does not have the authority to approve an individual teacher's plan. The committee also does not make individual funding decisions about individual teacher P.D. plans.

## **Policy Guidance: Determining the Use of Professional Development Funds (Continued)**

**Question 13: Since P.D. funds are allocated to districts on a per teacher/per diem basis, must the funds be paid on a per diem basis?**  
SF 277 does not require P.D. funds to be paid on a per diem basis. The Teacher Quality Committee determines the use and distribution of the funds.

**Question 15: What about P.D. that is planned for SINA schools? What about P.D. for Reading First schools? Does the committee play a role here?**

While it is advisable to make sure the committee is aware of all the P.D. efforts in the district, the committee does not have authority to determine implementation of P.D. for efforts such as SINA and Reading First.

**Question 9: What if the certified employee organization and the board had already negotiated the addition of one more contract day for '07-08? Does the Teacher Quality Committee have to use funds allocated through SF 277 to pay for the extra day?**

The language of any locally bargained agreement must be examined. Refer to your legal counsel for guidance.

**Does balance of funding across the three plans (District, Attendance Center, and Individual Plans mean dividing the money into thirds?**

Not necessarily. The Teacher Quality Committee should examine the priorities established and consider what will be the most likely expenditure of resources to accomplish the goals for improving student learning and increasing teacher effectiveness. A greater proportion of the funds may be given to building level plans, because the committee reviewed the goals and determined that the building level plan was more likely to increase learning for a larger numbers of students.

**Can we use PD time to do portfolios or organizing the evidence for the standards and criteria needed for the performance reviews?**

The collection of evidence for the performance review could be a worthwhile use of professional development time, if the data being collected is related to the professional development plans. For example, collaborative team minutes, implementation data, and collaboratively developed lesson plans relating to the model/strategies being learned in PD would be sources of evidence related to PD. Spending time assembling a set of miscellaneous documents on the standards and criteria would not be effective use of PD time.

## Monitoring the Implementation of Requirements Relating to the Teacher Quality Act

<b>Senate File 277</b>	<b>Hopes</b>	<b>Suggested Initial Actions</b>	<b>Resources</b>
<b>Monitor the implementation</b> of the requirements of statutes and administrative code provisions relating to this chapter, including requirements that affect any agreement negotiated pursuant to chapter 20.	<p>Teachers are compensated for their hard work in PD.</p> <p>Effective mentoring and induction, evaluation, and professional development are supported and improved as needed.</p>	<p>TQC members know that when PD impacts educators' hours and compensation beyond the work day, Chapter 20 becomes a factor.</p> <p>Determine the local context in terms of PD plans and when Chapter 20 will apply.</p>	<p>Collective bargaining agreement and district procedures</p>
<b>Actions by Committee:</b>			

## Monitoring the Evaluation Requirements

Senate File 277	Hopes	Suggested Initial Actions	Resources
<p><b>Monitor the evaluation requirements</b> of this chapter to ensure evaluations are conducted in a fair and consistent manner throughout the school district or agency. In addition to any negotiated evaluation procedures, develop model evidence for the Iowa teaching standards and criteria. The model evidence will minimize paperwork and focus on teacher improvement. The model evidence will determine which standards and criteria can be met with observation and which evidence meets multiple standards and criteria.</p>	<p>The teacher evaluation process is meaningful, manageable and valuable for teachers and administrators.</p> <p>Evaluation processes are fair &amp; consistent.</p> <p>Evaluation and PD systems work together to improve teaching.</p> <p>Ensures quality teaching and student learning.</p>	<p>Review local evaluation procedures.</p> <p>Review state model evidence.</p> <p>Become familiar with components from Evaluator Training I and II.</p>	<p>DE website Educator Quality Educator Quality Documents Teacher Evaluation <a href="http://www.iowa.gov/educate/content/blogcategory/56/901/">http://www.iowa.gov/educate/content/blogcategory/56/901/</a></p> <p><i>Teacher Evaluation to Enhance Professional Practice</i> by Charlotte Danielson and Thomas McGreal (2000)</p>
<p><b>Actions by Committee:</b></p>			



## **Policy Guidance: Compensation for the Teachers on the Committee**

Source: Iowa Department of Education Guidance on Senate File 277 Student Achievement and Teacher Quality Program by Pamela Pfitzenmaier, Ph.D., Administrator May 18, 2007

**Question 16: One of the duties of the Teacher Quality Committee is to monitor the district teacher evaluation requirements to ensure they are "...conducted in a fair and consistent manner throughout the school district or agency." Does this monitoring include teacher dismissal processes per Iowa Code Chapter 279?**

The Teacher Quality Committee responsibility to monitor the evaluation is limited to the evaluation processes in Iowa Code Chapter 284. Other employment issues are addressed in Iowa Code Chapter 279 and are not the responsibility of the committee.

**Question 17: Does the monitoring of the teacher evaluation requirements include having the committee review an individual teacher's evaluation?**

No, "monitor" means to review the process by which teachers are evaluated to ensure the overall process is fair and consistent. Any concerns about the evaluation process should be highlighted by the committee and reported to the certified employee organization and the board.

## Market Factor Recommendations

<b>Senate File 277</b>	<b>Hopes</b>	<b>Suggested Initial Actions</b>	<b>Resources</b>
The Teacher Quality Committee "shall make recommendations to the school board and the certified bargaining representative regarding the expenditures of market factor incentives.	Recruit and retain teachers in hard to staff schools and in subject areas that are experiencing shortages	Find out district staffing needs Review possible incentives Find out shortage areas identified by the DE. Formulate recommendation to the Board and certified bargaining representative.	DE information on shortage teaching areas.  <a href="http://www.iowa.gov/educate/content/view/799/835/">http://www.iowa.gov/educate/content/view/799/835/</a>
<b>Actions by Committee:</b>			

## Policy Guidance: Market Factor Recommendations

Source: Iowa Department of Education Guidance on Senate File 277 Student Achievement and Teacher Quality Program: May 18, 2007

**Market Factor Incentives (previously known as Market Factor Pay) :** (Amends Iowa Code Chapter 284.11) SF 277 expanded the allowable uses of market factor incentives to include, but not be limited to, "...salaries, educational opportunities and support, moving expenses, and housing expenses for the recruitment and retention needs of the school district in such areas as hard-to-staff schools and subject-area shortages, improving the racial or ethnic diversity on local teaching staff, funding to prepare a teacher to attain a license or endorsement in a shortage area, or funds to support educational support personnel in pursuing a license in a shortage area." The Teacher Quality Committee "shall make recommendations to the school board and the certified bargaining representative regarding the expenditures of market factor incentives." Market Factor funds are not allocated for AEAs. Use of Market Factor Incentives is limited to classroom teachers and/or educational support personnel (e.g. paraprofessionals) who are pursuing a license in a shortage area. Districts are required to certify to the DE how funds received were used (more information to follow later in the summer). The amount to be distributed to each district will be posted on the DE website in early summer.

**Question 18: What happens if our district doesn't use all the allocated Market Factor Incentive funds in one year?** Districts are allowed to carry Market Factor Incentives funds into the following school year. Given the timing of the hiring process, it is recognized that Market Factor Incentives are needed in late winter/early spring during prime hiring time.

**Question 19: Are any portions of Market Factor Incentive subject to negotiation and bargaining?** One of the duties of the Teacher Quality Committee is to make recommendations to the school board and certified bargaining representative regarding the expenditures of Market Factor Incentives. The role of the committee is limited to recommendations. The school board determines the portion of Market Factor Incentives to be used for allowable expenditures (e.g. portions for salaries, educational opportunities and support, moving expenses, and housing expenses, etc). Market Factor Incentive is now subject to negotiation and bargaining but only for that portion being used to pay for additional teacher salaries. Expenses such as "educational opportunities and support, moving expenses, and housing expenses..." are not subject to negotiation.

**Question 20: If the board determines that a portion of Market Factor Incentives will be used for salaries for particular teaching positions, what role does negotiation and bargaining play in determining the amount paid to each position?** The board determines the specific shortage areas for which the salary incentives are to be paid. The salary allocations for specific shortage areas are subject to negotiation and bargaining.

**Question 21: How does the board determine what constitutes the difference between a hiring bonus vs. salary incentive?** A hiring bonus is a one-time recruitment tool used for initial hiring of a teacher into a position. The bonus is not subject to negotiation and bargaining. A salary incentive is used as a retention tool and is subject to negotiation and bargaining.

**Question 22: What about Market Factor Pay funds carried forward from the '06-07 school year? Is that subject to negotiation?** No, use of Market Factor Pay allocations in '06-07 was under the sole discretion of the school board.

**Question 23: What happens if our district doesn't use all the allocated Market Factor Incentive funds in one year?** Districts are allowed to carry Market Factor Incentive funds into the following school year. Given the timing of the hiring process, it is recognized that Market Factor Incentive funds are needed in late winter/early spring during prime hiring time.

## Create a Teacher Quality Committee

Senate File 277	Hopes	Suggested Initial Actions	Resources
<p><b>Create a teacher quality committee.</b> The committee shall have equal representation of administrators and teachers. The teacher members shall be appointed by the certified employee organization if one exists, and if not, by the school district's or agency's administration. The administrator members shall be appointed by the school board. However, if a school district can demonstrate that an existing professional development, curriculum, or student improvement committee has significant stakeholder involvement and a leadership role in the school district, the appointing authorities may mutually agree to assign to the existing committee the responsibilities set forth in this paragraph "c", to appoint members of the existing committee to the teacher quality committee, or to authorize the existing committee to serve in an advisory capacity to the teacher quality committee.</p>	<ul style="list-style-type: none"> <li>• Ensure PD is high quality and yield results-student achievement and teacher efficacy.</li> <li>• Increase the engagement of teachers and administrators in participatory decision making regarding PD for student achievement.</li> <li>• Individuals with leadership skills, experience, and interest in the components of the TQ Act will be recruited to work on the TQC.</li> <li>• TQC understands the current state in the district regarding the components of the TQ Act.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine what committee/team structures are already in place, and consider how decisions about professional development are currently made.</li> <li>• Assess the need to establish a TQC or assign an existing committee to function as the TQ committee.</li> <li>• Consider using a well functioning team, if one already exists.</li> <li>• Determine who has interest and specialized skills in this type of work.</li> <li>• Consider representation across elementary, middle, and high school.</li> </ul>	<p>Senate File 277  <a href="https://www.edinfo.state.ia.us/web/legisupdate.asp">https://www.edinfo.state.ia.us/web/legisupdate.asp</a></p>
<p><b>Actions by Committee:</b></p>			

## Policy Guidance: Create a Teacher Quality

Source: Iowa Department of Education Guidance on Senate File 277 Student Achievement and Teacher Quality Program by Pamela Pfitzenmaier, Ph.D., Administrator May 18, 2007

Teacher Quality Committee responsibilities (Amends Iowa Code Chapter 284.7, subsection 6 and Chapter 284.11) SF 277 requires each district and AEA to create a teacher quality committee with equal representation of administrators and teachers. The number of members on the committee is not defined in SF 277. The teacher members are appointed by the certified employee organization. If there is no local certified employee organization, the school board appoints the teachers. The certified employee organization and the school board may mutually agree to use an existing district committee (such as a professional development, curriculum, and/or school improvement committee) in a capacity such as the following:

- Assign the Teacher Quality Committee responsibilities to an existing committee; or
- Use an existing committee in an advisory role to the Teacher Quality Committee.

### **Question 2: Who is ultimately responsible for creating the Teacher Quality Committee?**

Per Iowa Code Chapter 284.4, the school board must carry out all aspects of Teacher Quality. Therefore, the board is ultimately responsible to see that a Teacher Quality Committee is established.

### **Question 3: Are the Teacher Quality Committee meetings subject to the open meetings law?**

Yes.

### **Question 10: What is the ideal size and composition for a Teacher Quality Committee?**

The size and composition of the committee is locally determined. In a small district with only one or two administrators, the committee will naturally be quite small. It's possible in very small districts that the committee would be two or four individuals. But in order to function effectively and efficiently, larger districts should consider limiting the size of the committee. Regardless of the size of the committee, representation should include, to the extent possible, various grade levels/buildings (elementary, middle, high school). Ideally, members of the committee should have a working knowledge of effective professional development practices and the Iowa Professional Development Model.

### **Question 11: May the administration appoint a teacher to serve on the Teacher Quality Committee as one of the administrator "slots?"**

**For example can the administration appoint a non-association member teacher to serve on the committee as an administrative designee?** SF 277 states, "The committee shall have equal representation of administrators and teachers. The teacher members shall be appointed by the certified employee organization if one exists, and if not, by the school district's or agency's administration." The only case where administration may appoint teachers to the committee is in the situation where there is no certified employee organization. Even in that situation, teachers appointed do not fill administrator "slots. The administrators appointed must be acting in an administrative role within the district. The members of the Teacher Quality Committee may mutually agree to have additional *ex officio* members to advise them on effective professional development design and practice (e.g. AEA curriculum specialists). Districts with existing consortia agreements for P.D. may also elect to meet with other district Teacher Quality Committees in order to better inform their decisions.

**Source: FAQ Regarding Teacher Quality Committee Composition (Department of Education Web site)**

**1. What is the recommended size of the Teacher Quality Committee?**

There is not a requirement for the size of this committee.

The Teacher Quality Committee (TQC) Design Team (made up of representatives from the Department of Education, Iowa State Education Association, and School Administrators of Iowa) suggest that anywhere from 6 to 12 members would be appropriate. The goal is to have adequate representation from both stakeholder groups to ensure collaborative decision making. If the team is too small, dialogue will be limited. If the team gets too large, making decisions and facilitating the group becomes more complex.

**2. When the certified employee organization is selecting teachers to be on the committee, what role groups should be represented?**

There is no requirement for selecting role groups.

It is recommended by the TQC Design Team that you try to get representation for elementary, middle, and high school. You may also want to include teachers from various academic content domains and the specializations (e.g., reading, mathematics, science, special education, art, music, physical education, etc.).

**3. Are there certain attributes we should look for when selecting members?**

Again, there is nothing specified in the requirements.

Ideally, for both administrators and teachers you should select individuals who are committed to accomplishing gains in student achievement, knowledgeable about school improvement, enthusiastic about professional development, and skillful in effective meeting processes. Another quality is willing to work collaboratively to support professional development that benefits students and teachers and to shape evaluation processes to be valuable and meaningful.

**4. We have an efficient professional development team in place. Can the district propose that an existing PD team serve as the TQ committee?**

Yes. However, the local association must agree.

The TQC Design Team recognizes that the responsibilities of the Teacher Quality Committees are numerous (The roles and responsibilities will be reviewed at the orientation). The Teacher Quality Committees hopefully will make good decisions that results in professional practices that as a result helps students learn more. There may be current groups in place in a district that can serve as useful advisors to the Teacher Quality Committee on these various responsibilities. As Teacher Quality Committee members attend the orientations and become familiar with the roles and responsibilities it is likely that best answers to some questions we have today will be answered.

## Compensation for the Teachers on the Committee

<b>Senate File 277</b>	<b>Hopes</b>	<b>Suggested Initial Actions</b>	<b>Resources</b>
Ensure the agreement negotiated pursuant to chapter 20 determines the <b>compensation for teachers on</b> the committee for work responsibilities required beyond the normal work day.	<p>Teachers are appropriately compensated for hours worked beyond the work day for efforts related to the Teacher Quality Committee.</p> <p>Committee members seek to protect resources to make sure the majority of the funds support professional development for the benefit of students and all teachers.</p>	<p>Determine if present contract currently addresses compensation beyond the work day. If not, make recommendation to bargaining teams of the district and the association regarding appropriate compensation.</p> <p>Develop record keeping procedures for documenting time and work accomplished.</p> <p>Consider buying release time during work week for committee members to meet</p>	Collective bargaining contract
<b>Actions by Committee:</b>			

## **Policy Guidance: Compensation for the Teachers on the Committee**

Source: Iowa Department of Education Guidance on Senate File 277 Student Achievement and Teacher Quality Program by Pamela Pfitzenmaier, Ph.D., Administrator May 18, 2007

**Question 14: SF 277 allows compensation of the teachers on the committee for work beyond the normal workday. What's the source of those funds? Could the funds be used to pay for sub costs if the committee elects to meet during the "workday?"**

The compensation comes directly from the district's allocation for professional development (the district's share of the \$20 million). The funds may also be used to pay for substitute costs if the committee elects to meet during the workday. Districts may already have agreed upon compensation for teacher committee work of this nature that will determine levels of compensation. If there is no agreed upon compensation language, it is advised that in the first year of implementation an addendum be added to the bargaining agreement.



## Committee Functions

Senate File 277	Hopes	Suggested Actions	Resources
<p>TQ Committees must function under the Iowa Open Meetings Law or <u><a href="#">Iowa Code</a></u> Chapter 21. This will include conforming to requirements regarding the timelines related to postings of meeting agendas, retention of official minutes and records.</p>	<p>Committee members should remember that this is new territory and be patient with one another.</p>	<p>During the first meeting of the Teacher Quality Committee members should identify several key functions regarding operation of the committee and some general procedural practices.</p> <p>Access facilitation and team processing tools, as needed.</p>	<p>Link to open meeting law: <a href="http://nxtsearch.legis.state.ia.us/NXT/gateway.dll/moved%20code/2005%20Iowa%20Code/1?f=templates&amp;fn=default.htm">http://nxtsearch.legis.state.ia.us/NXT/gateway.dll/moved%20code/2005%20Iowa%20Code/1?f=templates&amp;fn=default.htm</a></p> <p>National Staff Development Council  <a href="http://www.nsd.org/">http://www.nsd.org/</a>  Iowa Staff Development Council  <a href="http://www.iasdc.org/">http://www.iasdc.org/</a></p>
<p><b>The TQ Committee should consider the following questions during the initial meeting(s):</b></p> <p><b><u>Roles</u></b></p> <ol style="list-style-type: none"> <li>1. Who will convene the TQ Committee?</li> <li>2. Who will facilitate the meetings?</li> <li>3. Who will be responsible for note taking?</li> <li>4. Will there be shared responsibility for facilitation and note taking?</li> <li>5. Who will post the agendas and where?</li> <li>6. Who has the authority to add additional meetings?</li> </ol>			

**Calendar**

7. What will be the frequency of the meetings? Will the dates be set for the entire year?
8. Is there a mechanism for adding meetings?
9. Will the meetings happen outside the regular work day or during the work day?

**Team Work**

10. What ground rules should the TQ Committee establish to insure efficient operation?
11. Will the TQ Committee function by consensus or voting?
12. How should the TQ Committee go about educating itself about the Iowa Professional Development Model, attendance center professional development plans, district professional development plans, and other relevant factors?
13. Who will be responsible for facilitating that process?
14. What else does the TQ Committee need to know?
15. What other procedural functions should be addressed to insure success?

**Communication**

- 16. How will constituent groups be notified of decisions?**
- 17. Will there be joint communication from the TQ Committee to the Board, administrators, and educators?**
- 18. Who will be responsible for creating the communication?**
- 19. How will concerns from attendance centers be handled?**
- 20. How will the TQ Committee determine which issues are within the scope of the committee's authority?**
- 21. If the issues are the responsibility of the committee, how will the group "trouble-shoot" those concerns?**
- 22. How will the TQ Committee handle rumors if/when they occur?**
- 23. How should the TQ Committee go about educating itself about the Iowa Professional Development Model, attendance center professional development plans, district professional development plans, and other relevant factors?**
- 24. Who will be responsible for facilitating that process?**

**25. What else does the TQ Committee need to know?**

**26. What other procedural functions should be addressed to insure success?**

**Record Keeping**

**How will the TQC members document their time and actions?**

**How will public meeting procedures be handled?**

